

LUTHER VAUGHAN ELEMENTARY

192 Vaughan Road
Gaffney, South Carolina 29341

GRADES PK-5 Elementary School

ENROLLMENT 318 Students

PRINCIPAL Dr. Ronald W. Cope 864-489-2424

SUPERINTENDENT Dr. William B. James 864-902-3500

BOARD CHAIR Mr. Jerry McDaniel 864-839-6723

THE STATE OF SOUTH CAROLINA

ANNUAL SCHOOL REPORT CARD

2003

ABSOLUTE RATING:

BELOW AVERAGE

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
3	9	59	41	2

IMPROVEMENT RATING:

BELOW AVERAGE

ADEQUATE YEARLY PROGRESS:

NO

This school met 11 out of 17 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

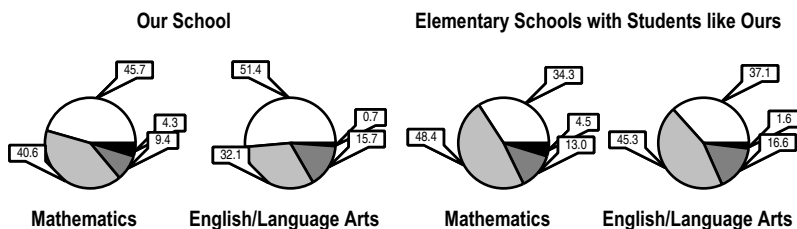
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WWW.MYSCSCHOOLS.COM

WWW.SCEOC.ORG

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2001	Unsatisfactory	Below Average	N/A
2002	Below Average	Average	N/A
2003	Below Average	Below Average	No
2004			

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT) RESULTS**Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

NOTE: Science and social studies are to be included in the 2005 school report card.

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students	Parents
Number of surveys returned	32	45	34
Percent satisfied with learning environment	90.6%	97.8%	84.8%
Percent satisfied with social and physical environment	84.4%	80.0%	80.6%
Percent satisfied with home-school relations	28.1%	93.3%	93.5%

PACT PERFORMANCE BY GROUP

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced	State Objective
English/Language Arts								
All students	162	98.8	51.4	32.1	15.7	0.7	16.4	17.6
Gender								
Male	89	97.8	54.1	32.4	13.5	N/A	13.5	17.6
Female	73	100.0	48.5	31.8	18.2	1.5	19.7	17.6
Racial/Ethnic Group								
White	48	97.9	50.0	31.0	19.0	N/A	19.0	17.6
African-American	82	100.0	50.7	32.4	15.5	1.4	16.9	17.6
Asian/Pacific Islander	1	100.0	N/A	N/A	N/A	N/A	N/A	17.6
Hispanic	31	96.8	57.7	34.6	7.7	N/A	7.7	17.6
American Indian/Alaskan	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Disability Status								
Not disabled	134	99.3	44.7	35.1	19.3	0.9	20.2	17.6
Disabled	28	96.4	80.8	19.2	N/A	N/A	N/A	17.6
Migrant Status								
Migrant	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Non-migrant	162	98.8	51.4	32.1	15.7	0.7	16.4	17.6
English Proficiency								
Limited English proficient	19	94.7	86.7	13.3	N/A	N/A	N/A	17.6
Non-limited English proficient	143	99.3	45.0	35.8	18.3	0.8	19.2	17.6
Socio-Economic Status								
Subsidized meals	144	98.6	52.0	32.8	14.4	0.8	15.2	17.6
Full-pay meals	18	100.0	46.7	26.7	26.7	N/A	26.7	17.6

Mathematics								
All students	162	99.4	45.7	40.6	9.4	4.3	13.8	15.5
Gender								
Male	89	98.9	44.4	40.3	12.5	2.8	15.3	15.5
Female	73	100.0	47.0	40.9	6.1	6.1	12.1	15.5
Racial/Ethnic Group								
White	48	97.9	47.5	32.5	10.0	10.0	20.0	15.5
African-American	82	100.0	47.1	44.3	7.1	1.4	8.6	15.5
Asian/Pacific Islander	1	100.0	N/A	N/A	N/A	N/A	N/A	15.5
Hispanic	31	100.0	40.7	44.4	14.8	N/A	14.8	15.5
American Indian/Alaskan	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Disability Status								
Not disabled	134	99.3	36.5	47.0	11.3	5.2	16.5	15.5
Disabled	28	100.0	91.3	8.7	N/A	N/A	N/A	15.5
Migrant Status								
Migrant	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Non-migrant	162	99.4	45.7	40.6	9.4	4.3	13.8	15.5
English Proficiency								
Limited English proficient	19	100.0	62.5	37.5	N/A	N/A	N/A	15.5
Non-limited English proficient	143	99.3	42.5	41.7	10.8	5.0	15.8	15.5
Socio-Economic Status								
Subsidized meals	144	100.0	46.8	42.7	8.9	1.6	10.5	15.5
Full-pay meals	18	94.4	35.7	21.4	14.3	28.6	42.9	15.5

Abbreviations for Missing Data

N/A	Not Applicable	N/C	Not Collected	N/R	Not Reported	I/S	Insufficient Sample
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PACT PERFORMANCE BY GRADE LEVEL

		Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2002	Grade 3	51	N/A	39.6	31.3	29.2	N/A	29.2
	Grade 4	53	N/A	49.0	41.2	9.8	N/A	9.8
	Grade 5	62	N/A	67.3	26.5	6.1	N/A	6.1
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2003	Grade 3	44	100.0	33.3	26.7	36.7	3.3	40.0
	Grade 4	60	96.7	40.7	44.4	14.8	N/A	14.8
	Grade 5	58	100.0	71.4	23.2	5.4	N/A	5.4
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Mathematics								
2002	Grade 3	51	N/A	52.1	37.5	10.4	N/A	10.4
	Grade 4	53	N/A	60.8	29.4	9.8	N/A	9.8
	Grade 5	62	N/A	63.3	28.6	4.1	4.1	8.2
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2003	Grade 3	44	100.0	26.7	60.0	10.0	3.3	13.3
	Grade 4	60	98.3	37.0	44.4	11.1	7.4	18.5
	Grade 5	58	100.0	64.8	25.9	7.4	1.9	9.3
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 318)				
First graders who attended full-day kindergarten	N/A	N/A	N/A	N/A
Retention rate	N/A	N/A	3.4%	2.4%
Attendance rate	95.7%	Down from 96.2%	95.4%	95.9%
Meeting grade 1 and 2 readiness standards	N/A	N/A	N/A	N/A
Eligible for gifted and talented	5.3%	Down from 5.7%	6.1%	13.2%
On academic plans	N/A	N/A	N/A	N/A
On academic probation	N/A	N/A	N/A	N/A
With disabilities other than speech	4.3%	Down from 5.2%	8.4%	8.0%
Older than usual for grade	0.3%	N/A	2.7%	1.1%
Suspended or expelled	1.9%	Up from 0.0%	0.0%	0.0%

Teachers (n= 32)				
Teachers with advanced degrees	75.0%	Up from 74.2%	47.2%	50.0%
Continuing contract teachers	87.5%	Up from 87.1%	80.0%	85.3%
Highly qualified teachers	N/A	N/A	N/A	N/A
Teachers returning from previous year	88.8%	Up from 85.8%	82.3%	86.2%
Teacher attendance rate	95.7%	Up from 95.1%	94.6%	95.3%
Average teacher salary	\$42,653	Down 0.6%	\$39,111	\$39,909
Prof. development days/teacher	13.6 days	Up from 10.1 days	12.9 days	11.4 days

School				
Principal's years at school	2.0	Up from 1.0	3.0	4.0
Student-teacher ratio	16.7 to 1	Down from 17.3 to 1	17.3 to 1	18.9 to 1
Prime instructional time	87.9%	Down from 89.8%	88.2%	89.7%
Dollars spent per pupil*	\$6,769	Up 7.2%	\$6,289	\$5,892
Percent spent on teacher salaries*	69.5%	Down from 70.2%	66.1%	66.6%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	99.0%	No change	99.0%	99.0%
SACS accreditation	yes	N/A	yes	yes

* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools	N/A	N/A
Highly qualified teachers in high poverty schools	N/A	N/A

Abbreviations for Missing Data							
N/A	Not Applicable	N/C	Not Collected	N/R	Not Reported	I/S	Insufficient Sample

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

The 2002-2003 school year was a year of successes at Luther L. Vaughan Elementary School. The faculty and staff continue to work toward our goal of establishing Luther L. Vaughan as a school of excellence. There are still many challenges to overcome, but the successes of 2002-2003 have edged us ever closer to our goal. Some of those successes are outlined below.

Third grade teacher, Mrs. Jane Petty, was selected as Teacher-Of-The-Year for our school, and third grade teacher, Mrs. Sue Shealy, was selected as Reading Teacher-Of-The-Year for our school.

We challenged our students with a "Reading Contest" during the second semester of the school year. The challenge was, if the students could read a total of 12,000 books during the second semester, they could vote to have Dr. Cope, the principal, either shave his head or his beard. Not only did the students meet the challenge, they far exceeded it - reading almost 18,000 books during the second semester. The vote was for Dr. Cope to shave his head, which was done during an all-school assembly in May.

We completed the second year of our SC READS grant. The funds from this grant are used to provide additional resources for teachers in grades pre-K through 3 and students from birth through grade 3 to improve literacy related skills.

We were able to again offer an After School Assistance program for our students. Two parent educators began providing services to parents of pre-school aged children. We again offered English classes for our non-English speaking parents. Parents and other community helpers continued to volunteer their time to assist teachers and students.

All-in-all 2002-2003 was a year with many successes and achievements. We look forward to the 2003-2004 school year as we continue our upward journey.

Dr. Ron Cope
Principal

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent - School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

DEFINITION OF ADEQUATE YEARLY PROGRESS

As required by the United States Department of Education, adequate yearly progress specified that the statewide target is met for all students and for each subgroup of students: racial/ethnic, economic, disability, limited English proficiency and migrant status.